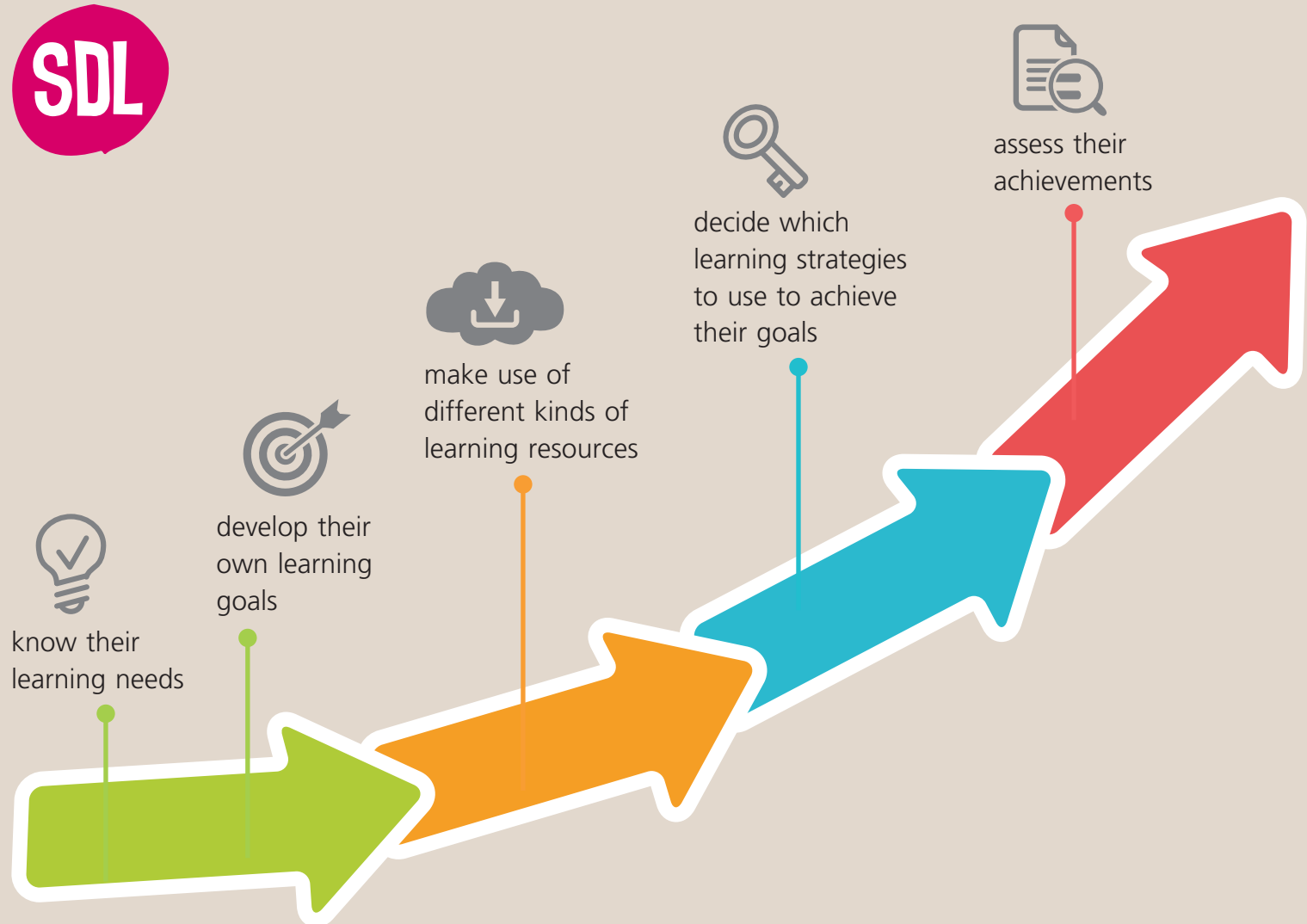




Self-directed learning

Students become self-directed learners when they ...



New Treasure Plus (Second Edition) provides different types of teaching and learning resources to help learners develop self-directed learning.

SDL components and processes

Key SDL components and processes are:

SDL components	SDL Process	Description
(1) Ownership of learning	(A) Goal setting	Students identify their own learning goals and learning activities
(2) Management and monitoring of learning	(B) Self-planning	Students plan for the detailed decisions and arrangements associated with their own learning
	(C) Self-monitoring	Students manage their time and adjust their own learning pathway as they progress
	(D) Self-evaluating	Students evaluate their own work according to set criteria
	(E) Getting feedback	
	(F) Self-reflecting	
(3) Extension of learning	(G) Sharing	

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Tools for finding out students' learning needs

Before setting their own learning goals, students know what their needs are. Here are some tools students can use to identify their learning needs

(1) KWL chart

Topic: _____
Date: _____

K	W	L
What I <u>Know</u>	What I <u>Want</u> to Know	What I <u>Learnt</u>

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(5) Knowledge rating

Name: _____ Date: _____
Topic: _____

Colour the circles according to this scale:

Red I have never heard of this item before.
Yellow I have heard of this item but do not know how to use it.
Green I understand this item and know how to use it.

_____ ○
_____ ○
_____ ○
_____ ○
_____ ○
_____ ○
_____ ○
_____ ○
_____ ○
_____ ○

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(3) Goal setting form 2

Name: _____ Date: _____

Area: Reading / Listening / Speaking / Writing / Vocabulary / Grammar / Others: _____

My goal is:

I will reach this goal by (date):

I will do these things to reach my goal:

Resources that will help me reach this goal are:

I will know I've reached my goal when:

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The **Self-directed Learning Booklet** provides students with guidelines on how to identify their learning needs and set their own learning targets.



Resources accessible via **QR codes** and the **Grammar App** provide students with opportunities to take the initiative in their own learning.

Audio files

Fuzzy and famous

1 Here are some of our favourite online animals!

2 **Tsim Tung Brother Cream**
Brother Cream suddenly went missing on 10 July 2012. This shocked his fans. Luckily, someone found him 26 days later. Then from morning to night, Brother Cream stayed at a convenience store in Tsim Sha Tsui East. He is very popular in Hong Kong and Japan.

3 **Boo**
Boo is called 'The Cutest Dog in the World'. His owner brushes his fur to make him look like a teddy bear. Boo loves going for walks on his red lead. Boo has millions of fans on Facebook!



Flipped classroom videos

When do we use the prepositions of time *at*, *on* and *in*?



Unit 4 Prepositions of time

Auto-marked quizzes

Question 1 of 10 This question is worth 10 marks Total marks: 0 out of 100 04:58


Choose the best answer.

My sister is learning the violin, _____ keeps her violin on her desk.

☐ She

☐ We

☐ I



Submit

Video

Put your hands up, please!



Grammar App

Success in Grammar (Second Edition) Grammar App

Revision 1	Start	Revision 2	Start
Revision 3	Start	Revision 4	Start
Revision 5	Start	Revision 6	Start
Revision 7	Start	Revision 8	Start
Revision 9	Start	Revision 10	Start

(4) SMART goal planning sheet

Name: _____
Date: _____

SMART Goals are:

- S—Specific** What exactly do I want to achieve?
- M—Measurable** How will I know when my goal is met?
- A—Achievable** Is it possible to reach this goal by the deadline?
- R—Relevant** How will meeting this goal help me in my learning?
- T—Time-bound** How long will it take to reach my goal?

My SMART goal	Actions	Deadline	Evidence

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(3) Self-assessment chart

After _____, ask yourself:

What have I learnt?	What did I find difficult?	What do I want to know more about?

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Templates for self-evaluation, reflection and getting feedback

Self-evaluation and reflection are just as important as setting goals in the process of self-directed learning. Students can use the following tools:

(1) Vocabulary/Grammar evaluation worksheet

Name: _____ Date: _____

Item	How well do I know this item?
	😊 😐 😞 😡 😱
	😊 😐 😞 😡 😱
	😊 😐 😞 😡 😱
	😊 😐 😞 😡 😱
	😊 😐 😞 😡 😱

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(4) 'Two stars and a wish' chart for reflection

★ Stars → areas where you have done well

🌟 Wish → an area where there can be some level of improvement

★	
	🌟
★	

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A range of tools are provided in the **Self-directed Learning Booklet** to help students achieve their goals strategically.



Self-assessment tools are provided so that students have ample opportunities to reflect on their own performance.



Self-assessment and peer assessment lists and templates



Self-assessment exercises (Vocabulary and Grammar)

Self-assessment

Vocabulary

You are writing some pet facts for your school magazine. Complete the facts using the scrambled words.

Pet facts

- The (k)_____ (k)_____ on a cat's face help it feel and see in the dark.
- (b)_____ (b)_____ can learn simple human words like 'hello' and 'goodbye'.
- Train your dog to do tricks by giving it tasty (t)_____ (t)_____ when it listens to your commands.
- If you hear your cat (m)_____ (m)_____ it might be trying to say it's hungry!
- Though they are related to hamsters, (w)_____ (w)_____ can recognize their owners and love human company.
- Birds (e)_____ (e)_____ to communicate and warn each other of danger.
- (l)_____ (l)_____ walk slowly on land but they can swim really fast in water.
- Animals such as dogs and cats don't have hands and feet. They have four (p)_____ (p)_____ instead.
- Birds use their (i)_____ (i)_____ not just for flying. They also use them for balancing and communicating with other birds.
- Pay attention to the instructions on your fish food packet when you feed your fish. Don't (g)_____ (g)_____.
- Give your (i)_____ (i)_____ tiny insects.
- Horses (d)_____ (d)_____ many different or just happy.

Grammar

You are writing a story about your pet bird. Complete the story using the prepositions of time, 'this', 'that', 'from ... to', 'between ... and' and by underlining the correct words.

My Odd Bird

I love my pet bird. She's an (amazed/amazing) talking parrot named Polly. From when I got her (now) now, she learnt 30 new words. My parents gave her to me (June) June last year. I loved teaching her words when I first got her. In fact, (she) she was my favourite thing to do.

Sunday last week, something strange happened. I was in my room and I heard Polly say, 'Oh no!' I felt (confused/confusing) because I didn't teach her to say that. (at) noon and 6 p.m., that was all Polly said! It became really (annoying/annoyed) after a while.

(at) dinner, I told my family about Polly's strange behaviour. My brother, Brian, also behaved strangely. 'I have to tell you something,' he said. 'I know how Polly learnt to say (how) how'.

'How?' I asked.

He went to his room to get something. He came back and handed me his old teddy bear. Its arm was missing. I took the bear and held it in my hands. (it) it is my favourite toy!' I said. From the ages of five (at) 11, the teddy bear was my best friend!

It turned out that Brian went into my room the day before. When he accidentally tore my teddy bear, he yelled, 'Oh no!', and that's how Polly learnt those words.

Complete the scorecard below to find out how you did.

Grammar checkpoint

- Prepositions of time /3
- Using from ... to and between ... and /3
- Demonstrative pronouns this and that /3
- Adjectives ending in -ed and -ing /3

Total: /12

Checking out

How well do you understand what you have learnt in this unit? Tick ☒ the boxes.



- I can understand information in fact cards, a short story and a web article. (pp. 96–101)
- I know how to guess the meaning of unknown words in a short story and a web article. (pp. 99 & 101)
- I know the names of different kinds of pets. (p. 102)
- I know the names of different parts of animals. (p. 103)
- I know some words about caring for animals. (p. 104)
- I know the sound words for different animal sounds. (p. 105)
- I can use prepositions of time correctly. (pp. 106 & 107)
- I can use *from ... to* and *between ... and*.
- I can use the demonstrative pronouns *this* and *that*.
- I can use adjectives ending in *-ed* and *-ing*.
- I can listen for people's opinions in a podcast, an email and a magazine article.
- I can complete a leaflet about pet care, a podcast, an email and a magazine article.
- I can pronounce words ending in *-ed* and *-ing*.
- I can write a short story using the past tense.

Feedback form on writing tasks

Unit _____ Page _____ Text type: _____

Tick the appropriate boxes and add comments in the 'Comments' box at the end.

	Needs improvement	Satisfactory	Well done
Content			
The content is relevant.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adequate information about the topic is provided.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The ideas are expressed clearly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The ideas are interesting and creative.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Language			
A wide range of vocabulary and language patterns is used.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There are no mistakes in grammar, spelling, capitalization and punctuation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organization			
Paragraphs are developed with supporting details.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coherent links within and between paragraphs are included.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appropriate introductory and concluding paragraphs are included.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Features			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Edit your short story

Read your short story and put a tick in the boxes.



- I developed my ideas for the ending using some questions.
- I used an appropriate tone to write the short story.
- I included a problem and solution in my short story.
- I described the characters and setting with appropriate adjectives, similes and sound words.